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ABSTRACT

The evaluation process and results associated with 1989-1990 reading (kindergarten through grade 12) and language arts (kindergarten through grade 5) programs of the Des Moines (Iowa) Independent Community School District are presented. The evaluation is divided into four parts: context; input; process; and product. Language arts instruction includes reading, listening, speaking, writing, and viewing. The context evaluation covers history of language arts and reading texts; policies, standards, and regulations; general needs; curriculum review needs; and program goals and accomplishments. The input evaluation covers expenditures, textbook costs and cycles, and student time allotments. The process evaluation covers district goals and objectives, the responsibility statement, inservice staff development, and inservice consultants. The product evaluation covers assessment, management, response to goals and objectives, writing checkpoint, standardized tests for elementary and middle school levels, certification, the "Reading Is Fundamental" and "Book It" programs, recommendations for the future, and objectives for 1990-1991. A curriculum review summary for 1987-1988 is appended. (TJH)

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READING K-12

LANGUAGE ARTS K-5

PROGRAM EVALUATION 1989-90

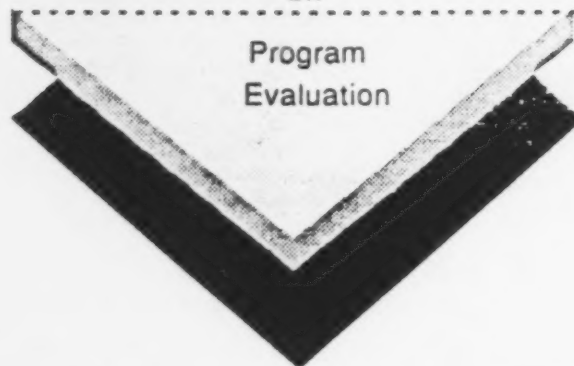
May, 1990

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**Des Moines Independent Community
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Des Moines, Iowa 50307**

Focus
on

Program
Evaluation



Program Evaluation
Reading K-12
Language Arts K-5
Abstract
May 22, 1990

The evaluation of the reading and language arts programs are divided into four parts: context, input, process, and product.

Language Arts instruction includes reading, listening, speaking, writing, and viewing. The study of handwriting, spelling, usage, mechanics, and literature enhance students' abilities to communicate with clarity.

Reading and writing are processes in which students must become involved. Much has been learned about these processes in the last few years, especially the processes with the young reader. They need to spend much time in oral language, listening to literature, and providing information to teachers to be written then read by students.

Today teachers and students have an option in the reading program to read from a basal one half of the time and read from paperback books the other half of the time, always keeping the objectives to be accomplished in mind. This allows teachers the opportunity to make decisions about student learning each day.

A computer management tool is needed to replace the Systematic Approach to Reading. The reading objectives have been increased to include study skills.

As curriculum changes occur or new adoptions are implemented, there is a need to work with teachers. The time before and after school is very limited so time needs to be built into the school calendar.

The input section includes expenditures for salaries and textbooks. The language arts program costs an average of \$738 per student, K-5. This includes average teachers' salaries based upon the percent of time for instruction for reading, composition, handwriting, spelling, library, and literature. The middle school language arts program costs about \$150 per student for reading. The cost of materials for a seven-year cycle equals \$7 per student.

The process evaluation section includes the district's and the supervisor's goals. The supervisor's goals and objectives are determined by the building staff needs. The one district goal, 4.2, provides staff development and resources for expansion of the use of technology in teaching written expression. Eight elementary buildings have received a half hour session on the use of the LCD., Liquid Crystal Display Unit. This unit provides the teachers a tool to teach the whole classroom the writing process with one computer.

Writing Checkpoint provides teachers with an assessment for the writing process for all students in grades 3, 5, 8, and 11. This tool has helped the teacher note

strengths of each student and build on the skills needed. Reading is tested with multiple choice questions. Testing should change over the next five years if test writers follow the instructional innovations based on reading as a process.

The product evaluation section includes test results, response to goals and objectives, and recommendation for the future. Approximately ninety percent of the teachers participated in staff development classes or a mini-course during the spring or summer of 1989 in preparation for teaching the new reading program.

Scores from the ITBS show an increase of the percentages in all areas of the language arts when following second grade students, 1987, into fourth grade, 1989.

The reading and vocabulary scores of ITBS also show an increase when following the students from sixth grade, 1988, to seventh grade, 1989.

There is a need to provide a systematic program to score tests and record the student data, K-8.

Continued in-service programs are needed to support teachers as they are being asked to integrate all language arts skills, yet keep all proponents in perspective.

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DISTRICT MISSION STATEMENT

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

PHILOSOPHY OF THE TOTAL LANGUAGE ARTS

Language development begins at birth. Early elementary language arts instruction builds on the child's language skills already developed at home. This should be done by focusing on meaningful experiences and active use of these experiences rather than merely on isolated skill development. The vehicles used to move toward the goal are the science and social studies objectives.

Reading, listening, speaking, writing, viewing, are all part of the language arts instruction. The study of handwriting, spelling, usage, mechanics, and literature enhance students' abilities with clarity.

Students learn to read when they write and they learn ways to express themselves by reading other authors. Students must be involved in both processes - reading and writing.

Spelling is an integral part of the composing process. Students learn to spell the highest frequency words used in child and adult writing.

Handwriting is a convention of our language that is a courtesy to the reader. The goal is to enable children to clearly communicate ideas.

The reading/writing process with all the language arts skills must be modeled by the teacher, other adults, and students to increase student learning. The modeling of the process for instruction must also reflect a respect for human values and the diverse cultures throughout the world.

**DES MOINES PUBLIC SCHOOLS
INSTRUCTIONAL DIVISION**

May, 1988

**LANGUAGE ARTS
READING PHILOSOPHY**

Literacy education, both at home and at school, will help students build a positive attitude toward themselves while developing an appreciation for reading that will continue throughout life. The developmental processes of reading, writing, listening, speaking, viewing, and visual expression, which promote higher order thinking, are the components of literacy education. These are learned most readily when acquired in a functional and meaningful context to the individual. Such processes should find application in learning across the curriculum.

Students bring to an educational setting various backgrounds of information and styles of learning. Therefore, the use of a variety of methods and materials is required to complement the uniqueness of each individual. Multicultural, nonsexist education concepts will be a visible, integral part of the reading/writing curriculum. This is best accomplished in an interactive, supportive, and accepting environment.

Evaluation is a process by which the student and teacher continuously identify needs, observe and measure progress, and determine direction for further instruction. Both the student and the teacher need to be actively involved in this process.

DES MOINES PUBLIC SCHOOLS

INSTRUCTIONAL DIVISION

SPELLING PHILOSOPHY FOR ELEMENTARY

Theory

Conventional spelling is a courtesy to the reader; it is the task of the writer to meet audience expectations by correcting spelling in the editing stage of the composing process.

Spelling development is fostered through reading instruction as students develop their sight word recognition, learn visual patterns (cv, cvc, cvce), use structural analysis, and increase their vocabulary.

Children learn to write, in part, by reading. Spelling development occurs when children are led to examine words in literature and other purposeful texts. Conventional spelling is appropriately emphasized in the context of the writing process and meaningful practice. Writers in the developing stage are encouraged to use inventive spelling when drafting in the composing process, and later achieve independence in writing. Spelling instruction should be integrated with active reading and composing.

Practice

Students should study words of highest frequency found in child and adult writing. While the internalization of phonics patterns is helpful for both decoding and spelling, the study of spelling patterns after early reading instruction is not an appropriate emphasis in spelling instruction. Students must learn to examine words. Reading instruction provides continual opportunities to analyze words. Spelling instruction, however, must direct children toward the visualization of words.

The test-study-test method provides a simple management of instruction for growth in spelling. The child correcting her or his own spelling pretest, under the direction of a teacher, is an important factor in learning to spell. Presenting words in list form which accommodate the varying needs to students is essential; the child's list should offer room for growth. The development of each child's spelling proficiency is the goal of the spelling program.

Composition is the appropriate activity for spelling development. When composition provides the need for conventional spelling, students will meaningfully connect spelling to writing, and spelling instruction will assume its proper perspective in the curriculum.

Time allotted to spelling instruction should not exceed sixty minutes per week. Furthermore, spelling is an integral part of the composing process, and the grade for spelling should be reflected in the grade for language arts on the 1-2 and 3-5 report cards. Conventional spelling is one of the emphases in edited writing.

DES MOINES PUBLIC SCHOOLS

INSTRUCTIONAL DIVISION

HANDWRITING PHILOSOPHY

Handwriting instruction is an essential part of a child's education. Children need instruction and practice on letter formation, letter size, and letter and word spacing. Formal instruction provides children opportunities to develop necessary handwriting skills. Once proficient handwriting has developed, students are released to focus on the expression of their ideas to a reader. Handwriting becomes a tool students can use in sharing ideas, learning skills, and improving thinking.

Handwriting instruction needs to occur in two ways: the teaching of skills when students are ready and have a need, and providing group instruction on the conventions of manuscript and cursive writing. Group instruction provides students an established time to focus on the formation, size, and spacing of letters and words. Children who are developmentally ready to acquire handwriting skills will become proficient. Children who are not yet ready to learn the skills of manuscript or cursive writing will be aware of these conventions; at the time they become ready, the students will be able to develop skills during group or individual instruction. Approaching handwriting instruction in this manner respects the developing child.

Children in kindergarten who show a readiness to write using letters should be given individualized instruction on letter formation by the teacher. Group instruction of manuscript writing begins at grade one and continues in grade two. Group instruction on cursive script begins at grade three and continues through grade five.

The evaluation of children's work should occur after the following have been considered: the development of the child, the instruction and practice opportunities that have been provided, and the product being evaluated. Children's work should demonstrate legibility through consistent size, shape, space, and slant in letter formation.

Handwriting is a convention of our language that is a courtesy to the reader. The goal is to enable children to communicate ideas. Evaluation of handwriting should reflect our understanding of the developing child and individual differences.

CONTEXT EVALUATION

HISTORY OF LANGUAGE ARTS

A review of the national history of reading/writing instruction by decade since the 1950's reveals several changes. The national trend in the 1950's was literature with library books and supplementary readers. This movement brought individualization with pupil conferences. Students made individual choices of their reading material. This trend did not last long. Teachers could not instruct 30 students individually during the short reading period. Most schools in the nation used basal programs as did the Des Moines Public Schools.

During the 1960's the national movement was skill teaching with emphasis on phonics. The Des Moines Public Schools moved to the use of Phonetic Keys published by Economy Company. Programs for the disadvantaged were introduced and they ranged from language experience to high concentration on skills. Ninety percent of the schools used basal throughout the country with Des Moines using basals published by Houghton Mifflin, K-6. Teachers were asked to continue to use Phonetic Keys as well as Houghton Mifflin. Houghton Mifflin readers emphasized other decoding strategies, using context clues and reading for meaning.

In the 1970's a variety of programs were tried throughout the country. Most were funded with federal dollars. Wisconsin Design, word analysis program, was introduced in 1971 and was funded for three years. Students were regrouped for skill teaching in addition to the basal. A committee selected several basals and allowed staff to make a choice. Some schools selected one basal for primary grades and a different basal for intermediate grades. Teachers were not required to have students read every story in the text or do all the skills. No management system for discrete skills was used at this time in Des Moines, but was becoming a national trend. Des Moines' development of a management history is outlined on page 31.

There are many ways to teach reading but until the 1980's, there was not sufficient information to substantiate any claims of a superior program or method. National reading leaders seemed to bring a program to educator's attention and people had the tendency to jump on a bandwagon without much study into the effectiveness of the acclaimed program.

During the 1980's the "whole language" term came into being including writing as an integral part of reading. Leaders were saying throw out the basal and use literature and composition. There was very little research to document this movement. Becoming a Nation of Readers published in 1985, by the National Institute of Education stated that phonics was needed early in the child's life, but children also needed many opportunities to read. Not all reading leaders agree with the ideas in Becoming a Nation of Readers.

Des Moines' second and fourth grade teachers piloted literature based programs the second semester of 1987. Scores were gathered and the results showed no one plan changed test scores, but children using literature wanted to read and enjoyed it. Training for literature based programs was provided for a few other teachers the summer of 1987.

First grade teachers were given an option of using literature in place of preprimer texts. Fifteen teachers built such a program during the 1987-88 year. All teachers were given the option of not using workbooks for 1987-88 and the money could be used for purchase of paperback books.

Book Pros, a program in the use of paperback books to help children make the reading connection or become "book professionals," was introduced in 82-83 as a paperback reading program. Individual schools had purchased \$39,008 worth of paperback books over a seven year period before the literature adoption.

A new reading series, Silver Burdett and Ginn, was selected for use in 1989-90. This new series reflected the more recent research done, such as providing instruction with higher level thinking questions, comprehension, and the integrating of writing into reading.

Teachers were instructed to use basals one half of the time and literature with paperbacks for the other half. Responding to literature by writing, was a major part of the seat work instead of workbooks or worksheets.

There is not sufficient research to support "whole language" being used by all teachers. Teachers must have time to read, share, and learn in order to change teaching methods. The National Association for the Education of Young Children recommend that young children should have much exposure to oral language, literature, and language experience before having a formalized reading program. Des Moines Public Schols has worked toward providing many opportunities to use oral language in kindergarten and early childhood programs.

The district should continue to study and implement the literature/basal program during this decade. This will include a continuous monitoring of the program to note students' growth in reading.

HISTORY OF READING TEXTS

ELEMENTARY

- 1921 Elson Readers, Scott Foresman
- 1933 Elson Gray Readers, Scott Foresman. Gray was a well-known reading author and twice revised the series that Des Moines adopted.
- 1944 Scott Foresman, Reading For Independence Series
- 1953 Scott Foresman readers 1958-1965 Emphasis on phonics. Grade I - Phonetic Keys to Reading, by Economy Co. Each year a grade was added.
- 1966-1973 Emphasis broadened. Houghton Mifflin - McKee, Reading for Meaning. Phonetic Keys was to be used in addition to McKee Readers.
- 1973-1978 Several basals introduced, from which buildings made a choice. They are as follows: Economy Comapny., McGraw Hill, Lyons and Carnahan, Ginn and Company, Harcourt Brace, Holt, Rinehart and Winston, Harper and Row, Houghton Mifflin, Scott Foresman, and Prentice-Hall.
- 1979-1989 Two reading series, Allyn Bacon and Holt Rinehart Winston - choice of the school, K-5. Houghton Mifflin, 6-7-8.
- 1989- World of Reading, by Silver Burdett and Ginn, K-8. Scope by Scholastic, 6-8.

STATE OF IOWA STANDARDS

NEW STANDARDS FOR IOWA'S SCHOOLS GUIDELINES FOR INTERPRETATION: OCTOBER, 1988

Kindergarten Program

12.5(2)

The kindergarten program shall include experiences designed to develop healthy, emotional, and social habits; language arts and communication skills; the capacity to complete individual tasks; and the ability to protect and increase physical well-being. A kindergarten teacher shall be certified to teach kindergarten.

English-Language Arts

12.5(30)

Elementary program, grades 1-6. English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition, communication processes, and skills including handwriting and spelling; literature; creative dramatics, and reading.

12.5(s)

Junior high program, grades 7 and 8. English-language arts instruction shall include the following communication processes: speaking, listening, reading, writing, viewing, and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition, communication processes, and skills, including spelling, literature, creative dramatics; and reading.

The Iowa Department of Education published in 1986 A Guide to Curriculum Development in Language Arts. The following is taken from page 5 of that guide.

Language is a process of social interaction. It develops from a need to communicate and is the process through which humans learn about themselves and about their world. Through language, individuals are able to interact with others, sharing thoughts, feelings, and experiences.

Language learning develops as the young child explores his or her immediate environment and interacts with the persons in it. Children enter school already using language, and their language competence continues to expand and develop both within and outside the school environment. Children learn language at differing rates. Thus, each language learner's interest is heightened and success in the development of communication skills is enhanced in a positive learning environment - an environment where both student and teacher responses are sought and respected, where learning builds on prior knowledge, and where active learner involvement is constantly evident.

Language arts as a school program begins with the existing language capacities of individual students and involves the interactive processes of composing (speaking, expressing visually/nonverbally, writing) and comprehending (listening, viewing, reading). Language and thinking are inherent in these processes. The curriculum for language arts should be a flexible program combining both preplanned and spontaneous activities which integrate all aspects of language use and encourage creative, logical, and critical thinking. As students use language expressively and receptively in language arts classes and across the curriculum they continue to learn language, learn through language, and learn about language. Each individual's educational, social, and vocational success will be significantly affected by the ability to communicate effectively. Consequently, school programs must empower individual students to achieve their full linguistic potential.

Educational equity is an important part of language arts programs. The people in our society represent a complex mix of both sexes, many ethnic groups, multitudes of physical differences, a diversity of religious beliefs, and varying political philosophies. Instruction in the language arts should reflect this diversity.

The language arts teacher must establish a learning environment which is free of sexist and culturally biased

patterns. No statement in this book should be construed as applying particularly to any individual or group on the basis of sex, religion, ethnic group, or physical or cultural difference.

The Des Moines Public Schools' language arts curriculum for K-5 is an integrated approach, as specified by the State.

NEEDS

1. Technology should be utilized more in language arts, especially by students for composition. Word processing can be a great benefit to students.
2. A computer management tool is needed to replace Systematic Approach To Reading Improvement, SARI. This tool was helpful when the district used more than one reading basal. The objectives for the reading program have expanded and there is a need for a new management system to match the objectives.
3. As curriculum changes occur or new adoptions are implemented, there is a need to work with teachers. Time before or after school is limited. Additional time and personnel to work with teachers for in-service is needed throughout the year.
4. As the district increases the integration of the language arts, all components must be kept in perspective. There needs to be a balance of time spent.

NEEDS

CURRICULUM REVIEW

The curriculum review for reading, handwriting, spelling, and K-2 integrated units was done by the elementary school staff for the 1986-87 and 1987-88 school year. The summary for reading written by the Curriculum Review Committee for 1987-88 can be found in Appendix A, pages 45-46. The complete report is on file in the Reading Department.

The curriculum review committee also made suggestions for other areas of language arts. The teachers asked to have new integrated units, kindergarten through second grade, which include language, social studies, and science. The new units were completed and piloted in 1988-89 and are now in full use.

The language text for grades three through five is outdated and does not provide support for the increased emphasis on the writing process. Teachers also asked for help in teaching of mini lessons which has been provided by language arts consultants as they work in the buildings.

A new language text or program was due in the fall of 1991, to be purchased from 1990 funds. Because the need is so great, the textbook committee suggested the purchase of a language text from the 1990 budget, with use beginning sometime during the fall of 1990. This is being done.

The Curriculum Review Committee expressed a need for spelling revision both in 1986-87 and 1987-88. The spelling lists needed to be revised and it had not been done. Spelling had been studied before the reading adoption was completed but was put on hold until the reading program was finalized. The new spelling program will be in place the fall of 1990.

The committee also addressed the need to have a comprehensive in-service following an adoption of a new program. The committee stated that the in-services need to go beyond the introductory stages by having follow-up meetings available by building or by sections. More resources and time are needed to fulfill the committee's recommendation. If you have in-service during the day, money is needed to pay substitutes. If you meet after school, teachers are not at their best after teaching all day. Consideration should be given to building some in-service days into the calendar.

LANGUAGE ARTS GOALS

An integrated language arts program that encompasses reading, writing, speaking, listening, viewing, and visual experience provides opportunities for effective student communication.

The program will provide opportunities for students to:

1. be active participants in the learning process and thus develop a sense of accountability and responsibility for learning.
2. develop skills and attitudes and acquire knowledge which contribute positively to life-long reading/learning.
3. compose through visual, written, and oral forms.
4. read for meaning.
5. view and observe to gather information.
6. read a balance of teacher assigned and student selected literature, expository materials, and student writing.
7. demonstrate writing that is legible to the reader.
8. use temporary spelling in composition until conventional spelling is developed, beginning in second grade.
9. appreciate and respect human values and diverse cultures throughout the world.
10. develop positive and realistic concepts regarding race, gender, cultural background, age and disability.

ACCOMPLISHMENTS

1983-84

- Conducted 128 walk-through classroom observations.
- Met with "Plan for Excellence" Planning Committee.
- Completed the program for reading teachers to receive certification or approval 91. Sixty-one teachers completed reading approval.

1984-85

- Completed walk-through classroom observations.
- Searched for computer management system for SARI.

1985-86

- Heartland Area Education Agency had developed the Book Pros curriculum for grades three through six and the District desired the program through 7th grade so Des Moines Public Schools extended the program.
- Organized RIF party for 450 students.
- Planned for K-1 transition room under the Plan for Excellence, and worked through the process of how to implement the new curriculum for one week.
- Challenged students and teachers to read tradebooks as I visited the classrooms.
- Increased the emphasis on composition for kindergarten through fifth grade.

1986-87

- Expanded instructional ideas for the eighth grade elective reading course.
- Began the process of studying reading objectives, looking at the existing program in perspective for a new reading adoption.
- Completed the committee's work of adopting a new handwriting series. Spelling was studied but no decision was made until after the reading adoption was complete.

- Piloted the new curriculum for reading/writing classrooms in second and fourth grade.
- Finalized composition checkpoint tests and score sheets.

1987-88

- Guided a three part adoption committee towards selecting a new reading program. The first committee of twenty-four persons developed the philosophy, goals, and objectives. The second committee studied the multitude of materials, and the third committee piloted the material.
- Provided teachers opportunities to make a choice not to use basal material.
- Studied reading and composition checkpoint tests before putting them in place.

	<u>Grades</u>
Reading:	1-3-5-8
Composition:	5
- Provided support as the Des Moines Plan implemented reading and writing labs.

1988-89

- Provided options for teachers to use literature in place of the basal if they had attended a staff development class.
- Made the final selection of the new reading program after piloting the program first semester.
- Developed literature list of paperback books for students in kindergarten through eighth grade.
- Piloted the new K-2 integrated units of language arts objectives used to teach science and social studies. Nine meetings were held. At some of the meetings, teachers who piloted the units shared their results.
- Piloted new language objectives based test for grades three, four, and five.

INPUT EVALUATION

BUDGET AND SOURCES OF REVENUE

Elementary reading and language arts teachers and secondary reading teachers are paid from the General Fund.

Salaries are based on an average salary of \$28,000.00 multiplied by 26% for fringe benefits and multiplied by the percent of time spent teaching language arts.

Grade	% of time teaching Language Arts	Total Salary	Cost Per Student
Kindergarten, .5	60%	\$973,728.00	\$427.82
Kindergarten, All Day	60%	254,016.00	976.98
1st Grade*	58%	2,230,401.60	825.46
2nd Grade*	58%	2,025,777.00	795.00
3rd, 4th, 5th Grades*	50%	4,762,800.00	666.78
6th, 7th, 8th Grades (one period/day)		<u>705,600.00</u>	143.41
TOTAL		\$10,952,322.60	

*The percent of time for language arts in elementary includes reading, composition, handwriting, spelling, library time, and literature.

Central Office Administration:

	FTE**	
Supervisor	1.0	\$47,360.00
Consultants	2.0	66,804.00
Office Personnel	1.0	<u>13,351.00</u>
		\$127,515.00
Fringe Benefits		<u>33,153.00</u>
TOTAL		\$160,668.00
Cost per student (K-8)		\$8.05

**Full Time Equivalent

TEXTBOOK COST

READING

<u>Book Titles</u>	<u>Grade</u>	<u>Copyright</u>	<u>Purchase Year</u>	<u>Use Period</u>	<u>Cost</u>
<i>Hickory Dickory Dock</i>	K	1989	1989	1989-1996	\$62,775.00
<i>All Through The Town</i>	1	1989	1989	1989-1996	11,357.45
<i>Out Came The Sun</i>	1	1989	1989	1989-1996	11,357.45
<i>Morning Bells</i>	1	1989	1989	1989-1996	11,636.10
<i>Make A Wish</i>	1	1989	1989	1989-1996	38,761.20
<i>A New Day</i>	1	1989	1989	1989-1996	39,868.00
<i>Garden Gates</i>	2	1989	1989	1989-1996	44,665.00
<i>Going Places</i>	2	1989	1989	1989-1996	44,652.75
<i>Castles of Sand</i>	3	1989	1989	1989-1996	49,521.00
<i>On The Horizon</i>	3	1989	1989	1989-1996	49,106.25
<i>Silver Secrets</i>	4	1989	1989	1989-1996	60,969.45
<i>Dream Chaser</i>	5	1989	1989	1989-1996	52,100.30
<i>Wind By The Sea</i>	6	1989	1989	1989-1996	22,404.60
<i>Scope English Anthology Z</i>	6	1988	1989	1989-1996	11,076.55
<i>Star Walk</i>	7	1989	1989	1989-1996	26,222.50
<i>Scope English Anthology 1</i>	7	1988	1989	1989-1996	17,423.50
<i>Worlds Beyond</i>	8	1989	1989	1989-1996	17,423.50
<i>Scope English Anthology 2</i>	8	1988	1989	1989-1996	8,917.20
Total Elementary World of Reading					\$476,769.95
Total Secondary World of Reading					66,050.60
Total Scope - Secondary					<u>31,227.17</u>
TOTAL:					\$574,047.70
Total Paperbacks					\$250,000.00

GRAND TOTAL					\$824,047.70

Reading Cost

ELEMENTARY BASAL	\$476,769.95
Elementary Basal per student	\$31.78
Basal Adoption 7 years	4.54
(Cost per student, per year)	
SECONDARY BASAL	\$97,277.75
per student	25.61
Basal Adoption 7 years	3.65
(Cost per student, per year)	
K-8 Paper Back books for literature per student	\$12.50
Life of Paper Back (Average 4 years)	3.12
(Cost per student, per year)	

(Elementary and middle school buildings have spent \$39,008.00 from their school funds for Book Pros since it's inception through 1988).

Handwriting Cost

<u>Book Titles</u> <u>Cost</u>	<u>Grade</u>	<u>Copyright</u>	<u>Use Period</u>
Palmer Method Handwriting \$31,196.67	K-5	1987	1987-1994

Language Arts Cost

Language Skills & Use \$83,357.04	K-5	1980	1986-1990
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Dictionary Cost

MacMillan First Dictionary \$21,759.00	2nd	1987	1986-1995
Houghton Mifflin Intermediate \$56,399.55	3-5	1986	1986-1995

Spelling Cost

Improving Spelling Performance \$44,661.00	2-5	1986	1990-1997
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TEXTBOOK CYCLES

Subject	Current Use Cycle	Future Use Cycle
Reading, K-8 Silver Burdett & Ginn 1989	1989-1996	1996-2003
Language Arts, K-5 Scott Foresman 1980	1983-1990	1990-1997
Spelling, 2-5 Kendall Hunt 1986	1990-1997	1997-2004
Handwriting, 1-5 Palmer Method Handwriting 1987	1987-1994	1994-2001
Literature Paperback books - Replenish mid-cycle (list found in the reading department)	1989-1996	1996-2003
Dictionaries, 2nd MacMillan First Dictionary 1987	1986-1995	1995-2002
Dictionaries, 3-5 Houghton Mifflin, Int. 1986	1986-1995	1995-2002

STUDENT TIME ALLOTMENTS

Elementary Time Allotments for Reading/Language Arts

(Time Allotments in Minutes Per Week)

Subject	K	1	2	3	4	5
Reading/Literature/ Library	250	675	675	525	450	450
K-2 Integrated Units*	185	315	290			
Language				150	225	225
Spelling	0	0	(60)	75	75	75
Handwriting	0	75	(40)	75	75	75

*This includes time for health as a separate subject for six weeks. Integrated Units include language arts, social studies, and science objectives.

Secondary Time Allotment for Reading

Reading is taught one class period for all sixth and seventh grade students and for some eighth grade students who have much difficulty with reading.

PROCESS EVALUATION

District Goal

One 1989-90 district goal specifically refers to language arts:

4.2 Provide staff development and resources for expansion of the use of technology in teaching written expression.

Technology In-service

By June 4, 1990, one of the elementary language arts consultants will have provided in-service for eight elementary buildings on the use of technology in teaching written expression. Half hour sessions with classroom teachers and their students have provided a cursory exposure to the "one computer classroom" concept. By using the LCD (Liquid Crystal Display Unit), an overhead, and one computer, teachers are able to write, revise and edit with students while using word processing and/or publishing software.

READING SUPERVISOR'S GOALS AND OBJECTIVES

1989-1990

Organizational tasks to be performed as determined by building and supervisor objectives.

1. *To coordinate and assist principals and teachers in the implementation of the new reading program, K-8, by observing children in classrooms.*
2. *To assist the committee in selecting appropriate spelling materials for grades two through five.*
3. *To assist principals and staff at Brooks, Cattell, Mitchell, Moulton, Studebaker, and Willard in the teaching of vocabulary at various grade levels that will reflect an increase in the vocabulary scores of ITBS.*
4. *To assist principals and staff at Douglas, Granger, Madison, and Wallace in working with children to improve the language arts scores of all students.*
5. *To assist the principals and kindergarten teachers at Longfellow Elementary provide experiences for children that will reflect a higher method of literature on readiness scores.*
6. *To assist the principals and staff at Lucas, Mann, Moore, and Phillips in developing an increased appreciation of literature to increase the literature scores on the literature strand of the language arts test.*
7. *To assist the principals and staff at Adams, Edmunds, Findley, Hanawalt, McKinley, Watrous, and Wright show an increased performance in reading as measured by SARI and other tests.*
8. *To assist the principal and staff at Monroe/Rice to improve their students' spelling scores.*
9. *To assist principals and staff at Edmunds, Garton, Greenwood, McKee, and Oak Park in raising reading and language scores as a part of the composite score of ITBS.*
10. *To assist principal and staff at the middle schools in raising their basic skills' scores on the ITBS.*
11. *To study the pilot for the language arts block at Goodrell Middle School.*

- 12 *To observe heterogeneous reading classrooms in the middle schools to note growth made by all students.*
- 13 *Provide leadership during our study of the management system SARI and Silver Burdett and Ginn.*

RESPONSIBILITY STATEMENT:

The responsibility of the Supervisor of Reading and Language Arts of the Des Moines Public Schools is to provide leadership in the curriculum areas of Language Arts K-5 and Reading K-12 and improve instructional strategies in all language arts areas so students will increase their learning.

OBJECTIVES FOR 1989-90

Weight

60%

1. Provide leadership in implementing the reading/literature language arts program to principals and staff and parents by:
 - a. coordinating support groups throughout the city.
 - b. providing in-service or workshops, and
 - c. observing children in classrooms.

20%

2. Provide leadership in the selection of the spelling program for 90-91 by:
 - a. meeting with committee members, and
 - b. studying various spelling programs.

20%

3. Provide leadership during our study of the management system SARI and Silver Burdett & Ginn by:
 - a. studying results of SARI with new software programs, and
 - b. studying results of Silver Burdett & Ginn unit and end of book tests.

IN-SERVICE STAFF DEVELOPMENT

Listed below are some activities conducted by the Reading Supervisor.

1983-84

- Met monthly with high school reading teachers.
- Met with all kindergarten and first grade teachers in small groups - five days of workshops.
- Presented workshops for all elementary principals.
- Planned and conducted workshops with other supervisors for integrating reading into all content areas at Roosevelt High School.
- Planned elementary in-service for all elementary staff.
- Conducted in-service for Chapter I, Chapter II, LD, elementary and secondary special education, and preschool.

1984-85

- Met with all second grade teachers in small groups - five days to complete.
- Presented at the Regional International Reading Association Meeting in St. Louis, Missouri.
- Presented a reading workshop for elementary principals.

1985-86

- Held area section meetings three times, 12 meetings in all, to discuss the writing process with representatives from each building.
- Held a one-half day workshop for elementary principals on the writing process and material from the third grade workshop.
- Worked with every third grade teacher for one full day. This took five days with twenty teachers released each day.
- Taught staff development class "Seatwork for Students While Teaching Reading."
- Offered Book Pros workshops through Heartland Area Education Agency for 6th grade teachers.

1986-87

- Presented the Des Moines Plan Checkpoint Testing overview to Des Moines Plan lab teachers.
- Conducted reading/language arts workshops for all fourth grade teachers.
- Conducted workshops for writing teams which consisted of five teachers from each elementary building.
- Taught first grade staff development on teaching literature without preprimers.
- Organized staff development classes taught by consultants.

1987-88

- Met after school (12 meetings) with composition network team members. (Four teachers per grade level, K-1, 2-3, 4-5, attended the meetings that met on different evenings.)
- Conducted workshops for all 5th grade teachers on strategies in teaching reading.
- Organized and planned workshop for 50 teachers at Heartland Area Education Agency on examples of literature and writing.
- Taught staff development class, for first grade teachers - teaching literature without preprimers.
- Organized staff development class - Reading and Writing - for 2-5 teachers. This class was taught by consultants.
- Conducted literature meetings after school to acquaint teachers with new literature called Books Kids Sit Still For.
- Provided options for teachers in the summer to attend a two-day workshop related to reading/writing, read professional books, view video tapes, or listen to a speaker.

1988-89

- Implemented several staff development classes, 15 hours each, for the new reading series. The first class was in the spring and repeated in June and August. The three classes had 452 elementary teachers enrolled.

- Held three days of training for curriculum specialists on the new reading program.
- Conducted mini-workshops in the summer for persons not able to attend any of the staff development classes offered. Ninety-four K-8 teachers attended these workshops.
- Conducted a training program for elementary principals on the new reading program.
- Conducted after-school in-service meetings for thirteen elementary buildings - reading/writing with the new series.
- Implemented three different support groups for teachers using literature, first grade, second and third grade, and fourth and fifth grade. The groups met once a month from 4:00-5:00 p.m. to share strengths of the literature program and also ask questions.

1989-90

- Taught staff development class - integrating reading/writing for teachers, grades three through five.
- Teacher leaders, K-8, were selected to lead support groups in each section of the city. The groups met to discuss various novels they were teaching. Twenty-one meetings were held from 4:00-5:00 p.m.

IN-SERVICE BY CONSULTANTS

Language Arts Consultants, a vital support system to teachers and principals, provide in-service at the building level. Their in-service supports the building and district goals.

Consultants work in various ways depending on the need and direction of staff and principal in each building. Sometimes they work one to one with teachers, hold in-service meetings before and after school, meet with parents, give diagnostic tests, provide opportunities for new teachers to visit any other classroom, work as a member of an assistance team, provide in-service throughout the day to teachers while substitutes move from room to room (one hour in each classroom), and give book talks.

One consultant, working at the middle school level, gave over forty book and author talks in classrooms. She also worked with sixty-four different elementary teachers. Another consultant provided assistance to individual teachers in the management of reading/writing classrooms. This person was assigned to work with all kindergarten, K-E, and K-1 classrooms.

Three consultants met with 540 teachers before or after school in their assigned buildings. The same three consultants met with 241 teachers throughout the day as 37 substitutes or other adults taught in the classroom for an hour. These meetings included a variety of topics depending upon the building objectives. Some topics covered are: semantic mapping for a vocabulary strategy, the process used in testing ITBS, the writing process, and developing strategies to use in teaching literature. This in-service cost the district about \$7.68 per teacher.

PRODUCT EVALUATION

ASSESSMENT

A score on a reading test will not inform us how well a student reads. Roger Farr, leader in the area of testing and past president of the IRA, states:

One test given at one time under one set of conditions should never become the single measure to evaluate a behavior as complex as reading.

Dave Pearson, leader in the writing of tests for reading for Michigan and Illinois, states:

Thus far reading assessment has not kept pace with the advances in reading theory, research, and practice. Instructional decisions are too often made from assessments which define reading as a sequence of discreet skills that students must master to become readers. Such assessment fosters inappropriate instruction... - same is true for writing.

In reading, we have to understand that some of the most subtle and sophisticated of cognitive processes are involved. These processes have not been included in the reading tests in the past, but plans are being made by leaders in the testing field that will alter the way students' reading skills are evaluated. Different tests are being used in Illinois and Michigan. Testing should change over the next five years if test writers follow the instructional innovations based on reading as a process. The new reading test for the 1992 National Assessment of Educational Progress (NAEP) will boost the number and importance of open-ended questions while de-emphasizing multiple-choice questions. The new test is designed to evaluate higher-level thinking skills. The new assessment requires that students think about what they've read and respond to it in their own words to 40% of the questions. There will still be some multiple-choice questions.

Reading tests must tap the full range of reading, not just the aspects easy to test, such as decoding skills. Interpretation is one key to understanding what is read and should be assessed.

The Des Moines Public School District is exploring the use of the portfolios as one tool for assessment. A few staff members from Hillis and Stowe have worked with other school districts at Heartland AEA. These staff members will continue to study during the 1990-91 year before suggesting the direction the district might proceed.

A portfolio is a collection of representation of student accomplishments in curriculum areas. It is an evolving and changing accumulation of documents that reflect upon and compare a given student's progress with established goals and objectives: The selection of the documentation is done collaboratively and reflectively by the teacher and the student.

MANAGEMENT

The first task to be accomplished by the reading supervisor with the support of a committee was to develop a reading philosophy in preparation for the new reading program and locate a management system.

The district was using many reading basals and had no management system. At that time, 1974-75, many published programs developed from the emergence of Management by Objectives were available but they tested hundreds of objectives. The Des Moines Schools looked for a system that would test a few critical reading objectives.

The Systematic Approach to Reading Instruction (SARI) program was purchased from Phi Delta Kappa in 1974-75 and studied by a committee of teachers. This program, SARI, was not copyrighted because it had been developed by teachers. Therefore, the tests could be changed or moved to a different grade level. After changing the tests, they were validated by the Evaluation Department by being scored at Mid-Iowa Computer Center. The tests were determined to have a high reliability in 1979-80.

Twelve schools were invited to use the tests in 1975-76. More schools used the management system in 1976-77, and in four years all elementary schools were using SARI.

SARI has provided teachers with one tool to determine reading progress made by students at their reading level. Results were provided to the Reading Department yearly. The Reading Supervisor met with principals, sometimes on a group basis and some years individually, to discuss students' progress. Last year elementary principals were not requested to compile SARI data by groups as had been done in the past due to the amount of time needed.

During the 1989-90 school year, five schools are using the test with the new reading program. The Silver Burdett and Ginn tests are not based upon stories from the text, but instead the ability to read a longer passage in the test and respond to questions in understanding the passage. Silver Burdett and Ginn also has a strand, study skills, that has not been included in SARI. It is important that the reading objectives be the determining factor in building curriculum. Since the assessment provided by Silver Burdett and Ginn does not require reading the basal for tests, it will become our new management system during 1990-91. Only results from the end of book tests will be provided to the Reading Department.

READING SUPERVISOR'S RESPONSE TO GOALS AND OBJECTIVES

1989-1990

Organizational tasks to be performed as determined by building and supervisor objectives.

A complete listing of these tasks can be found on pages 22-24.

1. The Supervisor of Reading visited every elementary and middle school, observing in classrooms, interacting with children, praising teachers who were giving their best, and providing suggestions to teachers and principals.

The Supervisor of Reading coordinated support groups throughout the city. These groups were lead by classroom teachers and met by grade level, four times in three different locations (24 sessions from 4:00-5:00 p.m.). Teacher leaders provided many ideas to be used in the classroom. Attendance varied from 1 to 20, with an average of 10.

The Supervisor of Reading provided in-service or workshops in twenty-one buildings and spoke to nine PTA groups.

2. The committee of fourteen members met and studied 10 different series. The spelling program published by Kendall Hunt was selected. This program was developed with the philosophy of studying the words used most widely in writing.

3-7 and 9-10

Assistance was provided to elementary principals in August, 1989 pertaining to ITBS. All language arts objectives were correlated with ITBS. Processes used in testing the language arts portion of the ITBS were also provided.

The Language Arts Consultants and Reading Supervisor have provided support through in-service to teachers throughout the year in individual buildings.

8. A two page explanation for the teaching of spelling was provided to each teacher.
11. This is the first year at Goodrell all the English and reading teachers have teamed and taught each class of students for two periods. Each teacher is responsible for reading and language. Teachers have expressed to visitors the joy of teaching longer periods of time and the opportunity to integrate reading and writing. This project needs to be

followed for at least three to five years to measure the apparent success for both students and teachers.

12. This is the first year of the new middle school reading program where students are grouped heterogeneously. The teachers will also be using the - End of Book Test by Silver Burdett and Ginn, so there is no test data for comparison at this date.
13. Five buildings were selected to use Silver Burdett and Ginn tests. The supervisor visited each of the buildings several times, with the final visit being one whole day in each of the five schools. Also, the current management system, SARI, was used in conjunction with the new reading series in five different schools. The Reading Supervisor and teachers explored the feasibility of keeping SARI. Teachers expressed a need to change to the Silver Burdett and Ginn tests.

Teachers have been pleased with the unit tests from Silver Burdett and Ginn because the assessment checks for skills with a different text. It follows our Des Moines objectives and tests higher order thinking skills.

Response to Reading Supervisor's Objectives for 1989-90

- 1 a. The Reading Supervisor provided support to teacher leaders at each section support meetings which were held by grade level, K-8. Twenty-one meetings were held from 4:00-5:00 p.m.
- b. The Reading Supervisor taught staff development class - Integrating Reading/Writing and also presented the new reading program to 9 different PTA's.
- c. The Reading Supervisor visited every elementary and middle school during the first semester to see the reaction of students and teachers to the new reading program. Teachers were excited but felt they had much to learn.

All literature orders were monitored by the Reading Supervisor by keeping a record of the purchase of books, out-of-print notices, and re-orders of books.

- 2 a. The Reading Supervisor studied ten different spelling programs and worked with the Spelling Adoption Committee to score all ten programs. The final decision was made to purchase the Kendall Hunt Improving Spelling Performance program. The Committee recommended the study of language arts be initiated earlier than had planned in order to have a better tool to support the writing and spelling program.

3 a., b, c.

For progress made in studying the Silver Burdett and Ginn tests, see
item 13 on page 33.

WRITING CHECKPOINT

The writing checkpoint tests have been administered for fifth grade since 1987-88. Third grade tests began in 1988-89. The third grade tests have not been given for a sufficient number of years to follow student progress into fifth grade.

Third grade scores were not as high for 1989-90 as 1988-89, Table I. Children are becoming more excited about writing; and as we continue to improve the teaching of the writing process, all writing should improve.

Vocabulary scores are the lowest scores in both third and fifth grade, Tables I and II. The Reading Supervisor has randomly selected some writing samples to study the vocabulary being used at these levels.

Spelling scores need to improve and a communication with tips for teaching spelling has been provided to all elementary teachers this year. The new spelling program has lists of words that are the most common words used in writing which should provide support to the writing program.

(The Tables mentioned in the above paragraphs follow.)

TABLE I

Des Moines Public Schools District Average Scores on 3rd Grade
Composition Checkpoint Test for 1988-89 and 1989-90

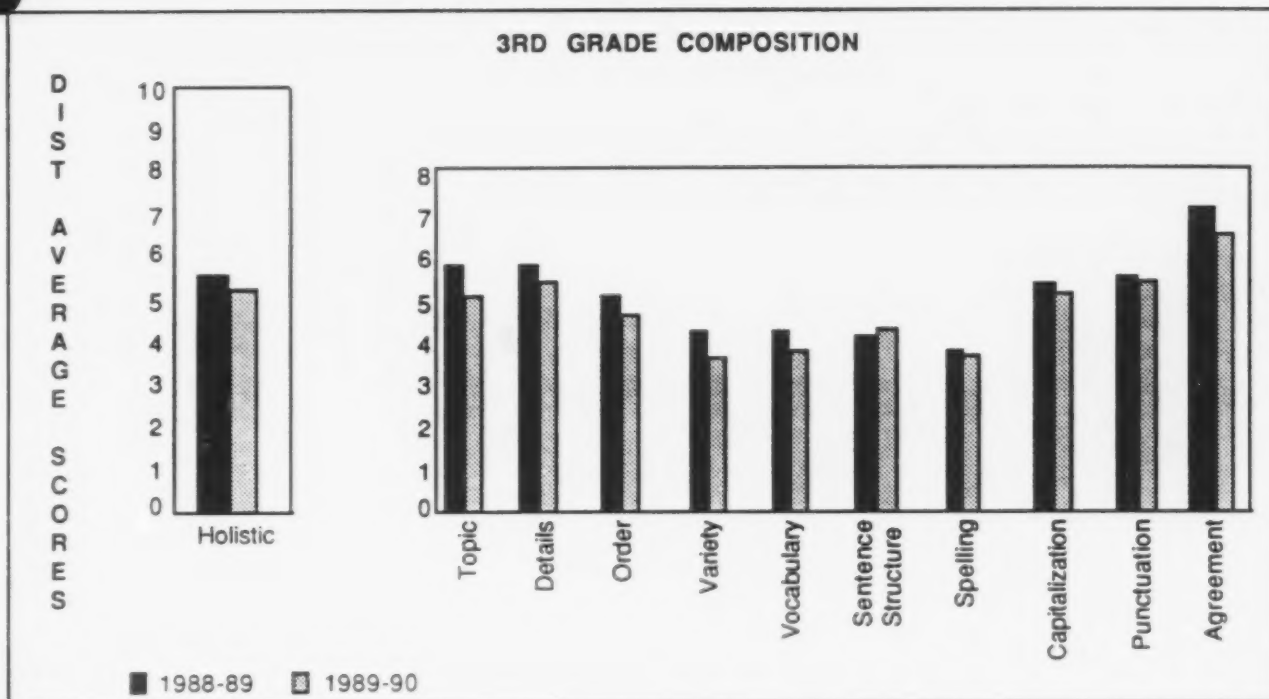
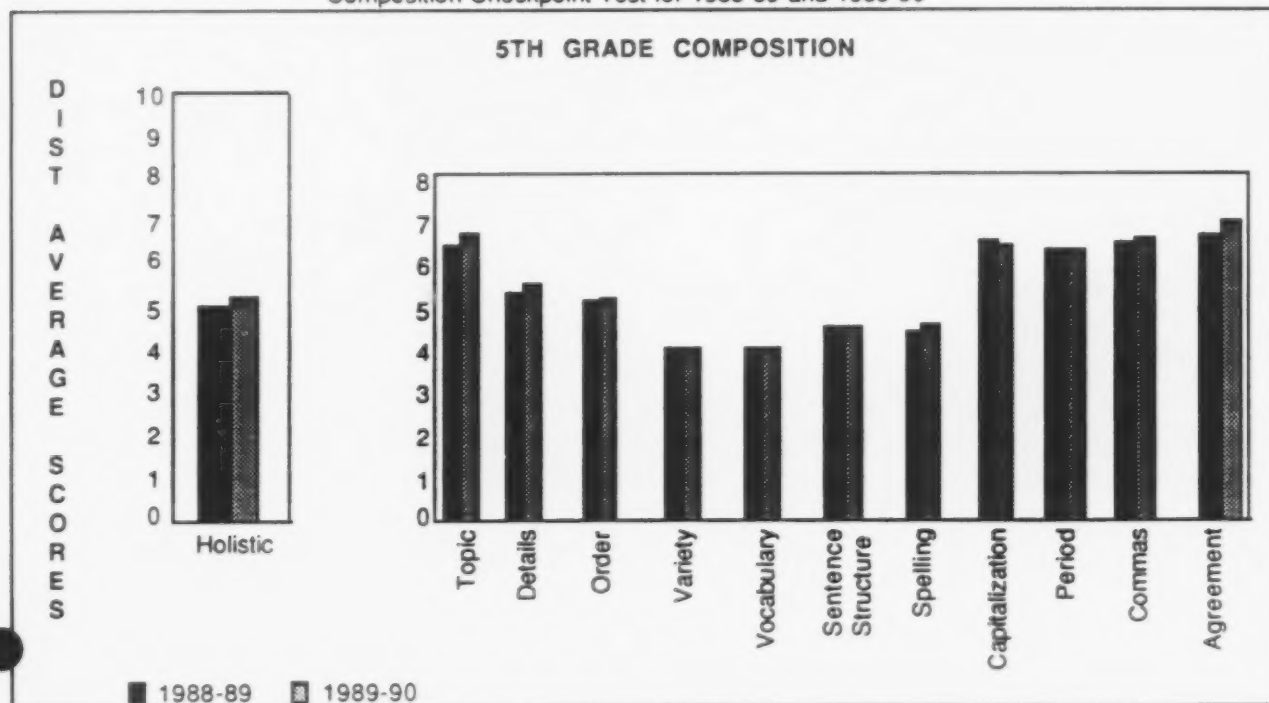


TABLE II

Des Moines Public Schools District Average Scores on 5th Grade
Composition Checkpoint Test for 1988-89 and 1989-90



STANDARDIZED TESTS

The Iowa Tests of Basic Skills (ITBS) are given at grades two and four in the elementary schools. Table III is a chart of the ITBS scores for Grade 2 and Grade 4 for 1986 through 1989. The graphs, Table IV, indicate the average national percentile score for students in Grade 2 for 1986 and 1987, then following the same students into Grade 4 for 1988-89. The percentile score has shown an increase in all areas for fourth grade in 1989 over the same students when in second grade in 1987. ITBS provides a yardstick to compare the district with the nation.

The Iowa Tests of Basic Skills (ITBS) are also given at grades six and seven in the middle schools and results are shown on Table V for years 1986 through 1990. The graphs, Table VI, indicate the difference in percentile from sixth to seventh grade in reading and vocabulary.

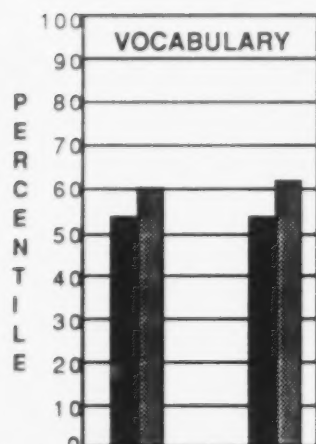
The scores for seventh grade students showed an increase in percentile over the sixth grade scores of the same students for years 1989 and 1990.

(The Tables mentioned in the above paragraphs immediately follow.)

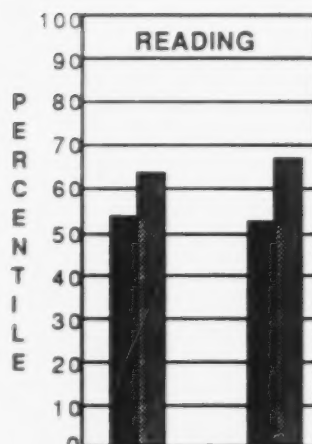
Table III
ITBS NATIONAL PERCENTILE FOR 1985-1989 RESULTS

Subtest	Grade 2				Grade 4			
	1986	1987	1988	1989	1986	1987	1988	1989
Listening	75	78	75	83				
Word Anal.	54	55	43	46				
Vocabulary	54	54	44	46	64	61	60	61
Reading	54	53	44	48	66	65	64	67
Spelling	55	54	44	47	59	58	54	64
Capitalization	66	69	61	77	74	73	73	82
Punctuation	62	63	57	76	61	78	58	88
Usage	68	70	64	76	64	69	62	78
Total Language	63	65	58	71	65	71	63	81
Reference	58	59	50	58	65	64	61	66

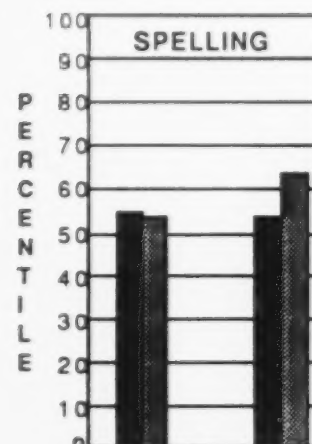
Table IV
PERCENTILE OF ITBS SCORES
FROM
2ND TO 4TH GRADES



■ GR 2 (1986), (1987)
■ GR 4 (1988), (1989)

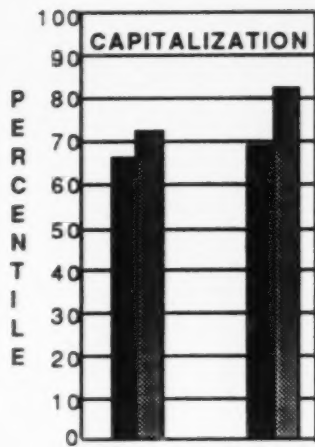


■ GR 2 (1986), (1987)
■ GR 4 (1988), (1989)

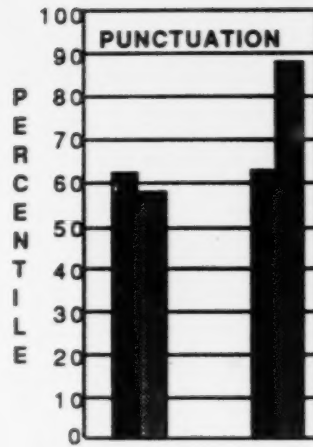


■ GR 2 (1986), (1987)
■ GR 4 (1988), (1989)

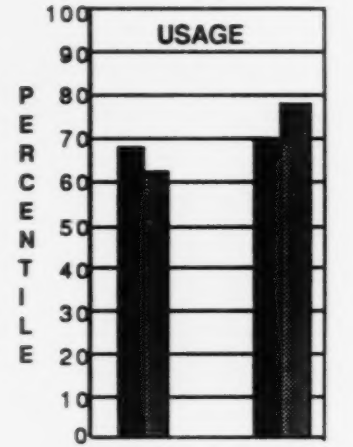
**PERCENTILE OF ITBS SCORES
FROM
2ND TO 4TH GRADES**



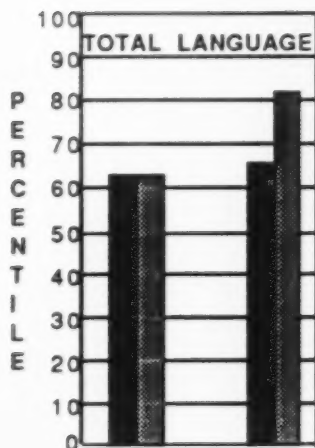
■ GR 2 (1986), (1987)
■ GR 4 (1988), (1989)



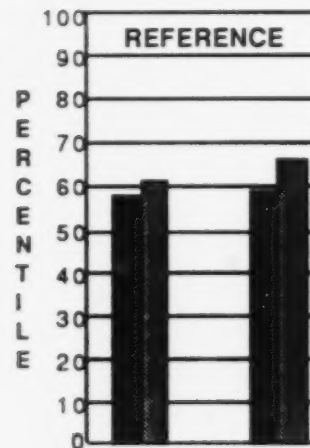
■ GR 2 (1986), (1987)
■ GR 4 (1988), (1989)



■ GR 2 (1986), (1987)
■ GR 4 (1988), (1989)



■ GR 2 (1986), (1987)
■ GR 4 (1988), (1989)



■ GR 2 (1986), (1987)
■ GR 4 (1988), (1989)

Table V

ITBS NATIONAL PERCENTILE FOR
VOCABULARY AND READING

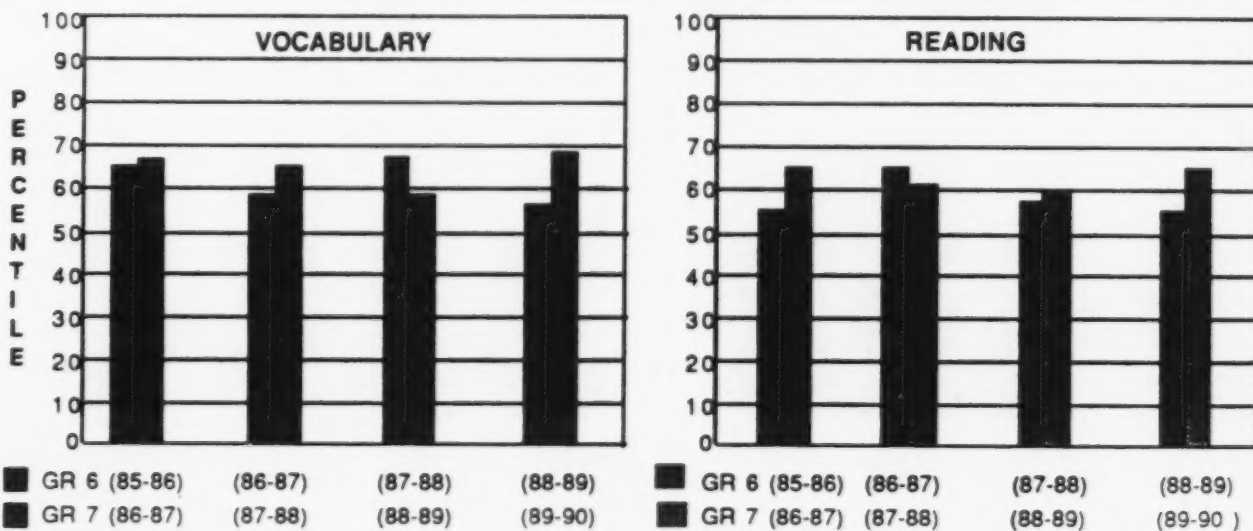
Grade 6

Subtest	1985-1986	1986-1987	1987-1988	1988-1989	1989-1990
Vocabulary	65	59	68	57	64
Reading	54	64	58	55	55

Grade 7

Subtest	1985-1986	1986-1987	1987-1988	1988-1989	1989-1990
Vocabulary	56	67	65	59	69
Reading	43	65	61	60	64

Table VI
PERCENTILE OF ITBS SCORES IN
VOCABULARY AND READING FROM 6TH TO 7TH GRADES



CERTIFICATION

Certification for reading approval has been changed to reading endorsement by the Iowa Department of Education. This endorsement is required for senior high reading teachers and middle school teachers who teach reading fifty percent of the time. Eighty teachers have the endorsement but not all of them are teaching reading. Seventy percent of the middle school reading teachers, including Des Moines Plan, have reading certification.

Elementary teachers are not required to have the reading endorsement. Many elementary teachers have only six hours of reading. There are 164 elementary teachers with reading endorsement or 32% of the elementary teachers. Teachers have been encouraged to continue working toward reading certification. During the early 1980's, teachers were provided opportunities to attend classes developed by the Des Moines Public Schools and Drake University. Over 60 teachers completed their certification at that time.

READING IS FUNDAMENTAL

Reading is Fundamental, Inc. (RIF) has been in the Des Moines Public Schools since 1976, or for thirteen years. This is an optional program, and to date \$321,634 has been spent for paperback books. A total of \$80,408 from PTA funds have been spent as the Des Moines portion of funding. A minimum of 332,364 books have been given to 110,788 children, as each child participating receives three books per year. Every year the RIF program serves approximately 9,200 children. Volunteers are very valuable in the program. Approximately 90 parents help with the selection, distribution, and motivational activities each year.

One of the elementary schools, in conjunction with its business alliance and surrounding community, promoted reading through the Grand Prix. Students were expected to read a total of 25,000 books by May 11. They surpassed their goal!

BOOK IT

Since 1985, Pizza Hut has provided many pizzas to children in grades 1-6. Schools have the option to participate in this program. Students read five books per month. Then, if all members of the class read five books each, the class receives a pizza party.

RECOMMENDATIONS FOR THE FUTURE

Future Technology Needs

Teachers need to use computers on a daily basis to become proficient in the use of computers to affect children's learning. Each classroom should contain at least one computer and one LCD to be used by the teacher for directing instruction, storing lessons, composing parent communications, keeping records, and involving children in composing and publishing their own work. Hopefully, student labs can be established in each building. Children can learn keyboarding skills, compose, and use multi-media to explore and express what they have learned.

Management with Technology

To provide more efficient use of teacher time, a systematic program to score tests and record the student data would be helpful, K-8.

In-service

The district must find ways to provide personnel and time to support in-service for teachers throughout the year. Teachers are being asked to integrate all language arts skills, yet keep all proponents in perspective. Some districts using the integrated language approach have several days a year of released time for attending in-service.

Integration of Language Arts

Students must first learn to read and write before reading to learn. The district needs to continue an integrated reading/writing program. Students in the early grades must view reading as learning in a meaningful way, not repeating of words. Children must have opportunities to write as they read instead of completing blanks on a worksheet. Literature that includes non-fiction material should support all content subject areas. More historical novels are being used and still more are needed. Also, factual material for science and problem-solving for math are important.

TITLE: Supervisor of Reading K-12; Supervisor of Language Arts K-5

YEAR: 1990-91

Objectives for the Reading Supervisor for 1990-91.

RESPONSIBILITY STATEMENT:

The responsibility of the Supervisor of Reading and Language Arts of the Des Moines Public Schools is to provide leadership toward integrating all communication skills with focus on increased student learning.

OBJECTIVES FOR 1990-91

Weight

- | | |
|-----|--|
| 55% | 1. Provide leadership in implementing the K-5 total language arts program to principals, staff, and parents by: <ul style="list-style-type: none">a. coordinating support groups throughout the city,b. providing in-service, staff development, or workshops, andc. observing children in classrooms. |
| 35% | 2. Provide leadership in the implementation of the new Silver Burdett and Ginn management system by: <ul style="list-style-type: none">a. working in buildings with staff members in generating and interpreting data, andb. studying student results. |
| 10% | 3. Provide leadership to middle school reading teachers in heterogeneous classrooms by: <ul style="list-style-type: none">a. observing students in classrooms, andb. studying test results. |

APPENDIX

CURRICULUM REVIEW FOR 1987-88

The Curriculum Review Committee compiled and summarized the reports of teachers in the area of reading.

February, 1988

The teachers did a thorough review of reading. It is an area where our classroom staff demonstrates a great deal of expertise and interest. The teachers have a strong commitment to teaching our students how to read well.

There are mixed feelings about what the new adoption should be. Many people are interested in knowing more about the reading/writing classrooms. All of the staff wants more information on how to incorporate the new Des Moines writing program into a whole language approach. Some teachers want and should have a basal. A revision of SARI is needed to make the objectives reflect current research in reading.

Our committee feels that the new adoption should include a choice between the reading/writing classroom and the basal approach. We feel that both programs should be supplied with sufficient materials to do a successful program. Those who choose the basal should be encouraged to concentrate on writing and to use a minimum of worksheets and workbooks. It is hoped that the Book Pros or some similar literature program will be used along with the basal readers.

The staff will need, and we feel welcome, a comprehensive in-service program. When teachers are shown the merits of using more literature and student writing experiences and have those areas modeled for them, we feel that our students will benefit. The in-services need to go beyond the introductory stages. Follow-up meetings should be available throughout the year on a building or section basis.

The committee and teachers throughout the district appreciate the dedication, expertise, and leadership from the supervisor and the consultants in the reading/writing area. We expect that the Des Moines Schools will continue to be recognized for a quality reading curriculum.

Reading Supervisor's response to the Curriculum Review of
Reading.
(Written by Maxine Robinson)

May 10, 1988

Thanks for the thorough review of reading. I would like to respond to some items in general and answer specific questions.

The committee for the new reading adoption has been diligently working, stating our philosophy, goals, and objectives. The new philosophy reflects the research of today that includes more literature, thinking strategies taught in context, and integration of composition to the reading. This summer the expanded committee will study the new materials and seek to find something to match our philosophy.

We will look at management systems as we look for new reading material and, if we find a system that is generic and better than SARI, consideration will be given to such a system. If we do not find an improved management system, we will continue to change SARI. I had hoped SARI would be computerized, but we have not found software packages to put a total district program together.

Book Pros, available for the past several years is a helpful tool to use with the basal, providing students opportunities to read whole books with an increased emphasis on literature. Second grade teachers will have an opportunity the fall of '88 to participate in Book Pros.

At the present time, teachers have a choice of using workbooks. Students can read and write instead of using workbook pages.

Teachers have a choice of not using the basal and having a reading writing classroom. The requirements include: (1) seeking principal's permission (2) participating in a staff development class for fifteen hours (3) purchasing paperback books from your own school budget and (4) willingness to develop your own units to meet the needs of your students.

The Language Arts Consultants and I will continue to conduct in-service in the area of reading & writing. Please request suggestions from any of us.

**READING
K-12
LANGUAGE ARTS
K-5**

**PROGRAM EVALUATION
1989-90**

May, 1990

**Dr. Maxine Robinson
Supervisor, Reading and
Language Arts**

**Des Moines Independent Community
School District
Instructional Division
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